



## **Relationships and Sex Education (RSE) Policy**

### **INTENT**

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

The RSE curriculum enables our pupils to become healthier, more independent, responsible members of the community. Pupils will develop their understanding of relationships becoming aware of their rights and responsibilities in order to become positive members of a diverse society. They will continue to develop relationships, develop confidence and build on their emotional resilience.

### **Vision and Values**

*'Everyone is welcomed, valued and respected in the school. Together we can achieve amazing things and with great support and hard work we aspire to be the best we can.'*

These are woven into the aims for relationships and sex education at school, which are:

- To develop confidence, self-esteem to value themselves and others.
- To understand the range of relationships, including the importance of family, friends, and different sexualities.
- To develop confidence in communicating, listening and thinking about feelings and relationships.
- To develop emotional resilience.
- To develop self-respect, confidence and empathy.
- To prepare pupils for puberty alongside the PSHE curriculum.
- To develop understanding of sexual development.
- To provide a safe environment for discussions to take place.
- To develop understanding of online safety.
- To become healthy, independent citizens.

## **Statutory requirements**

As Bennerley Fields have pupils aged from 2-16 therefore all areas of primary and secondary RSE must be covered. To ensure we meet statutory requirements the curriculum has been adapted from the PSHE Association Framework for pupils with SEND, to ensure an age appropriate, developmental curriculum to meet the specific needs of our pupils. At Bennerley we ensure that pupils are supported to engage fully, that the teaching is sensitive, age appropriate and delivered with reference to the law as cited in the DFE guidance for SEND.

Independent and published research from a wide range of academic and credible sources demonstrates that RSE contributes to improved physical and mental health for children and young people. When they have received RSE, young people are:

\*More likely to seek help or speak out.

\*More likely to practice safe sex and have improved health outcomes. (Sex Education Forum)

Consideration is given to the 'Equality Act 2010 and School advice to ensure no pupils are discriminated against making RSE accessible to all pupils.

## **IMPLEMENTATION**

RSE is taught throughout the week and with a focused lesson timetabled during the half term. The RSE modules within each stage are delivered within a planned PSHE programme. There are links to the PSHE curriculum and a continuation of some themes through both curriculums.

The focused lesson will have a theme for each half term. Our pupils will learn about:

- Families and people who care for us
- Respectful relationships and friendships
- Being Safe
- Internet safety/ Online relationships
- Growing and Changing
- Basic First Aid

In addition secondary pupils (stage 3 and 4 curriculum) will also learn about:

- Intimate and sexual relationships

This also enhances the Science curriculum to prepare all pupils for the changes that adolescence brings through understanding of the human life cycle.

Learning will be differentiated to meet the needs of all pupils and teachers will ensure that pupils have the opportunity for repetition to consolidate learning. Planning is sequential and builds on previous learning.

Bennerley Fields School uses the PSHE Association Education Planning Framework for Pupils with SEND Appendix 2 to map the statutory Guidance for RSE and Health Education.

See Appendix i for the coverage for both primary and secondary pupils.

### Roles and Responsibilities

Parents and carers are consulted and involved in their child's RSE. Yearly meetings are held to discuss the policy, and to give them the opportunity to understand the purpose and content of Relationship and Sex Education at Bennerley Fields. These opportunities allow parents and carers to understand and ask questions about the school's approach and helps to increase the confidence in the curriculum.

**Governors** will approve the RSE policy and oversee the curriculum.

The **RSE lead** is responsible for the implementation of the policy with the support of the head teacher. The RSE lead will monitor the policy and implement any changes when necessary.

The RSE lead seeks advice and guidance from specialist agencies as required. This includes working closely with the RSE lead for Derbyshire and networking with other local RSE leads from special schools.

The school is a BERT school (Building Effective Relationships Together) working closely with the Derbyshire RSE lead to ensure that our pupils receive the best quality sex and relationship education so that they are able to lead safe, healthy and happy lives.

Anna Shelton (RSE lead) along with Family Support Workers (Shirley Addison and Shirley Sewell) can be contacted to discuss any matter regarding Relationship and Sex Education.

[familysupport@bennerleyfields.derbyshire.sch.uk](mailto:familysupport@bennerleyfields.derbyshire.sch.uk)

The **head teacher** is responsible for ensuring that RSE is taught consistently across school and managing requests to withdraw pupils from the components of RSE lessons. The head will identify any key areas for improvement, staff training requirements and resources to support teaching and learning.

**Teachers** are responsible for delivering RSE:

- In a sensitive manner
- Modelling positive attitudes
- Monitoring progress
- Responding to the individual needs of pupils
- Responding appropriately to pupils whose parent wish them to be withdrawn from the non-statutory component of RSE.

**Pupils** are expected to engage fully in the RSE and when discussing issues relating to RSE and treat others with respect and sensitivity.

**Parents'** right to withdraw:

Parents of primary aged pupils do not have the right to withdraw their child from Relationships. Health or Science education but can from sex education.

Parents of secondary aged pupils have the right to withdraw their children from some areas of sex education within RSE up to and until the 3 terms before the pupils turn 16.

In consultation with parents/carers, areas of sex education that parents/ carers can withdraw their child from have been clearly identified (Appendix ii).

Requests for withdrawal should be put in writing using the form found in Appendix iii of this policy and addressed to the head teacher.

A copy of the withdrawal request will be placed in the pupil's educational record. Alternative work will be given to the pupils who are withdrawn from sex education.

## **IMPACT**

### **Monitoring Arrangements**

The delivery of RSE is monitored by Anna Shelton PSHE/ RSE lead through

- Learning walks
- Book/ work scrutiny
- Lesson planning and observation
- Feedback from staff, parents/ carers and pupils
- Staff meetings to review, share ideas and discuss the content of the learning processes.
- Pupil Progress through school assessment system.

**Review date:** April 25

**Reviewed:** Yearly

## Appendix i

### RSE Curriculum Coverage.

Bennerley Fields School uses the PSHE Association Education Planning Framework for Pupils with SEND Appendix 2 to map the statutory Guidance for RSE and Health Education.

These are topics covered at stage 1 and 2 covered in relationship and health education.

Primary Pupils are working towards: (Stage 1 and 2 of Bennerley Fields Curriculum).

Families	<ul style="list-style-type: none"> <li>• I can say what a family is.</li> <li>• I can list who is in my immediate and wider family.</li> <li>• I can describe some of the characteristics of a good family life.</li> <li>• I can say how my family care for me.</li> <li>• I can describe and recognise different types of families.</li> <li>• I can identify adults who are in long term relationships (e.g. married, civil partnerships, living together, engaged.)</li> </ul>
Respectful Relationships	<ul style="list-style-type: none"> <li>• I can demonstrate respect in my interactions.</li> <li>• I can say how others treat me with respect.</li> <li>• I can describe how the Bennerley Attitudes promote respectful relationships.</li> <li>• I can ask for help/ or repair a relationship after falling out.</li> <li>• I can accept and tolerate the differences of others. (including LGBTQ)</li> <li>• I can explain that some behaviours in a relationship are unacceptable.</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• I can state the difference between a 'secret' and a 'surprise'.</li> <li>• I can explain that my body belongs to me.</li> <li>• I can say no to an unwanted interaction.</li> <li>• I can list safe and appropriate ways of touching others and being touched.</li> <li>• I can state the parts of my body that are private.</li> <li>• I can sort private and public places.</li> <li>• I can remember who to tell if I feel unsafe.</li> </ul>
Online Safety/ Online Relationships	<ul style="list-style-type: none"> <li>• I can describe why I need a password online.</li> <li>• I can describe simple ways of keeping safe online.</li> <li>• I can list what I should and should not share online.</li> <li>• I can state who I should be friends with online.</li> <li>• I can list who to tell if am worried about online activities.</li> <li>• I can choose the benefits of limiting my time spent online.</li> <li>• I can explain why some games have age limits.</li> </ul>

Changing and Growing	<ul style="list-style-type: none"> <li>• I can recognise stages of development (human life cycle)</li> <li>• I can use appropriate names for body parts.</li> <li>• I can use appropriate language for male and female bodies.</li> <li>• I can identify how my body physically changes.</li> <li>• I can describe physical changes for males and females.</li> <li>• I can identify appropriate and inappropriate touch.</li> <li>• I can remember how to say no to touch.</li> </ul>
Basic First Aid	<ul style="list-style-type: none"> <li>• I can explain when it is necessary to phone 999.</li> <li>• I can demonstrate what to do if someone has fallen over.</li> <li>• I can demonstrate what to do if someone has a small cut.</li> <li>• I can demonstrate what to do if someone has bumped their head.</li> </ul>

Secondary Pupils are working towards: (Stage 3 and 4 of Bennerley Fields Curriculum).

Families	<ul style="list-style-type: none"> <li>• I can explain the importance of families.</li> <li>• I can describe the roles and responsibilities within a family.</li> <li>• I can describe the roles and responsibilities of a parent or those with parental responsibility.</li> <li>• I can describe the positive characteristics within a healthy family: e.g. trust, care, respect.</li> <li>• I can describe some of the different family structures including same sex parents.</li> <li>• I can explain what marriage is and the characteristics of other long term relationships and that it should be with consent.</li> </ul>
Respectful Relationships	<ul style="list-style-type: none"> <li>• I can describe how the Bennerley Attitudes promote respectful relationships.</li> <li>• I can explain what a positive and healthy friendship is like.</li> <li>• I can describe some of the boundaries that are important in a relationship.</li> <li>• I can demonstrate that I am able to repair broken relationships.</li> <li>• I can demonstrate respect and tolerance for differences in others. (including LGBTQ)</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• I can state the difference between a 'secret' and a 'surprise'.</li> <li>• I can explain that my body belongs to me and the right to consent.</li> <li>• I can describe appropriate ways of touching others and being touched.</li> <li>• I can state the parts of my body that are private.</li> <li>• I can explain the difference between private and public places.</li> <li>• I can remember who to tell if I feel unsafe.</li> <li>• I can describe some of the laws to keep us safe, e.g. sexual exploitation, domestic abuse, forced marriage, FGM.</li> <li>• I can describe how smoking, drinking and drugs can affect people health.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can explain facts about the law and harmful substances.</li> </ul>
Online Safety/ Online Relationships	<ul style="list-style-type: none"> <li>• I can describe how and why to use secure passwords.</li> <li>• I can describe strategies to keep safe online.</li> <li>• I can list is appropriate to share online and that it is illegal to share some content online.</li> <li>• I can state who I should be friends with online and the dangers associated with ‘talking’ to people online.</li> <li>• I can list who to tell and what to do if am worried about online activities.</li> <li>• I can explain the benefits of limiting my time spent online.</li> <li>• I can explain why games have age limits.</li> <li>• I can explain what is meant by social media.</li> <li>• I can identify what I should do before I ‘like’, ‘forward’ or ‘share’ on social media and how to keeps safe.</li> <li>• I can explain what content is not appropriate to look at online (porn, child images, harmful content.)</li> </ul>
Intimate and sexual Relationships.	<ul style="list-style-type: none"> <li>• I can explain what consent means.</li> <li>• I can demonstrate how to ask for permission in different contexts and demonstrate that I can say no.</li> <li>• I can identify different types of relationships including intimate relationships.</li> <li>• I can explain that marriage (including same sex) are choices some couples might make.</li> <li>• I can explain that I may have feelings for others that is more than friendship.</li> <li>• I can explain what happens during sex and the legal age of consent.</li> <li>• I can explain the consequences of sex may include pregnancy and STIs.</li> <li>• I can list some forms of contraception.</li> <li>• I can explain the appropriate and inappropriate relationship behaviours in public places.</li> <li>• I can identify stages of reproduction, pregnancy and birth.</li> <li>• I can name where to get help if worried about sexual behaviours.</li> </ul>
Basic First Aid	<ul style="list-style-type: none"> <li>• I can explain when it is appropriate to call 999 and what will happen when I ring.</li> <li>• I can demonstrate how to administer basic first aid.</li> <li>• I can explain when it is appropriate to get help and first aid is not sufficient.</li> <li>• I can explain when CPR is needed and what a defibrillator is.</li> </ul>

Please remember this is guidance, as a school we have a duty of care to adapt and differentiate the curriculum to meet the needs of the school community. All classes will adapt and deliver outcomes suitable to the learning needs of the individual pupils in each class group.

Secondary Topics covered in relationships, health (Stage 3 and 4) or Science education	Secondary Topics (Stage 3 and 4) covered in sex education
<ul style="list-style-type: none"> <li>• Concept and law regarding sexual consent, harassment, exploitation...</li> </ul>	<ul style="list-style-type: none"> <li>• Facts about reproductive health</li> </ul>
<ul style="list-style-type: none"> <li>• How to communicate and recognise consent including sexual consent and how and when consent can be withdrawn.</li> </ul>	<ul style="list-style-type: none"> <li>• Facts about the full range of contraceptive choices, efficiency and options available</li> </ul>
<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> </ul>	<ul style="list-style-type: none"> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> </ul>
<ul style="list-style-type: none"> <li>• Fertilisation, gestation and birth</li> </ul>	<ul style="list-style-type: none"> <li>• Prevalence of STIs</li> </ul>
<ul style="list-style-type: none"> <li>• Know that there are choices in relation to pregnancy (contraception)</li> </ul>	
<ul style="list-style-type: none"> <li>• Where they could go for help/advice if needed.</li> </ul>	
<ul style="list-style-type: none"> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> </ul>	
<ul style="list-style-type: none"> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> </ul>	
<ul style="list-style-type: none"> <li>• The structure and function of the male and female reproductive system.</li> </ul>	
<ul style="list-style-type: none"> <li>• Changing adolescent body, puberty, menstrual cycle and menstrual wellbeing</li> </ul>	

### Appendix ii

Parents/carers have the right to withdraw their child from the sex education ( see second column above) within RSE up to and until the 3 terms before the pupil turns 16.

However if the topic is covered in relationships, health or science education there is no right to withdraw your child from the lesson.



Appendix iii Parent/ Carer Form: withdrawal from Sex Education within RSE.

TO BE COMPLETED BY PARENT/CARER			
Name of pupil		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationship and sex education			
Any other information you would like school to consider			
Parent signature			

TO BE COMPLETED BY SCHOOL	
Agreed actions from discussion with parents	
Signed	
Date	



## RSE Policy

Version	Reviewed in School	Approved by GB/SLT/HT/IG	Ratified at LGB	Minute Number
1	22/3/23	27/3/23	-	-
Review Requirement:		1 Year		
Approval Level:		SLT		

Version	Reviewed in School	Approved by GB/SLT/HT/IG	Approved on GVO on
2	28.03.2024	SLT	24.04.2024
Review Requirement:		1 Year	
Approval Level:		SLT	